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ABSTRACT

After analyzing the leading theories on reading instruction and noting their advantages and limitations, this updated book presents a specific combined approach to reading instruction which draws on the proved strengths of older methods while avoiding their failures. This approach centers around training in effective use of the teacher-pupil conference for observing significant reading behaviors, and planning appropriate developmental and corrective steps in the classroom. The book is divided into the following 15 chapters: (1) "Ways of Defining the Reading Process"; (2) "Using the Basal Reader Approach"; (3) "Using the Individualized Approach"; (4) "Using the Linguistic Approaches"; (5) "Using the Language Experience Approach"; (6) "Technology in Reading"; (7) "Reading for Young Children"; (8) "Readiness Training"; (9) "A Program for Primary Grades"; (10) "A Program for Intermediate Grades"; (11) "Steps toward Individualized Reading"; (12) "Word Recognition Techniques and Skills"; (13) "Building Sight and Meaning Vocabulary"; (14) "Developing Comprehension Strategies"; and (15) "Approaches to Classroom Organization." Two appendixes consist of book lists and series books and collections. (MM)

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